CAREER PLANNING AND SUCCESS SKILLS

5254   *(CPSS)*
CIP Code: 52.0299 Business Administration, Management, and Operations, Other (one credit)
52.9999 Business Management, Marketing, and Related Support Services, Other (two credits)

Career Planning and Success Skills is a career and technical education business course that is designed to address the knowledge, skills, and behaviors all students need to live, plan, and work successfully in today's society. This course includes exploring career clusters, developing leadership/teamwork skills, researching/collecting labor market data, and developing career plans. The employment process is explored through searching for employment opportunities, completing applications, developing resumes, participating in interviews, gaining job-survival skills, and understanding employee evaluations. Extensive practice in reading, writing, listening, and speaking skills is provided. Thinking skills such as decision making, problem solving, and reasoning are utilized through research, report writing, technical writing, and interpreting data. Instructional strategies should include use of the Internet to conduct career research, job shadowing, mentoring, field trips, projects, computer and technology applications, and cooperative ventures between school and community. Business Professionals of America (BPA) or DECA, An Association of Marketing Students, are the co-curricular student organizations associated with this course and integrates their programs and services into the business classroom.

- Recommended Grade Level: 7-9
- Recommended Prerequisite: Digital Communication Tools and/or Keyboarding Proficiency
- Credits: A one- or two-credit course over one or two semesters. If offered as a two-credit course, the Digital Communication Tools standards should be used for the second semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- A Career Academic Sequence, Career-Technical program, or Flex Credit course
- Course content standards and performance expectations and Indiana Academic Standards integrated at:
  http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm
- Teacher Requirements: A vocationally licensed (CTE) business or marketing teacher must teach this course: http://doe.in.gov/dps/licensing/assignmentcode
- Funding: State Additional Pupil Count (APC) vocational funding available and must be taught by a vocationally licensed (CTE) business or marketing teacher,
  http://www.doe.in.gov/octe/
- Career Clusters: A recommended component for career pathways in all Indiana career clusters
- Career pathway information: http://www.doe.in.gov/careerpathways

Course Content Standards and Performance Expectations

CPS 1   **Organizational/Study Skills**

CPS 1.1   **Content Standard:** Students develop individual strategies for personal and career success.

Performance Expectations
CPS 1.1.1   Demonstrate effective study skills
CPS 1.1.2   Utilize appropriate time management and organizational techniques (could also be included as part of Unit CPS 5: Leadership Skills and Workplace Expectations)

CPS 2   **Self-Assessment**

CPS 2.1   **Content Standard:** Students assess personal characteristics as they relate to career exploration, development, and success.

Performance Expectations
CPS 2.1.1 Complete a series of self-assessment instruments
CPS 2.1.2 Analyze self assessment and relate results to future careers

CPS 3 **Career and College Research**

CPS 3.1 **Content Standard:** Students apply knowledge gained from self assessment to make future personal and career decisions.

Performance Expectations
CPS 3.1.1 Develop short- and long-term education, lifestyle, and career goals (see also Unit CPS 5: Leadership Skills and Workplace Expectations)
CPS 3.1.2 Prepare a four-year career plan

CPS 3.2 **Content Standard:** Students utilize career and college resources to explore career choices.

Performance Expectations
CPS 3.2.1 Explore Indiana's 14 career clusters
CPS 3.2.2 Research several occupational interests and post-secondary educational choices

CPS 3.3 **Content Standard:** Students explore trends in business.

Performance Expectation
CPS 3.3.1 Select and use resources available for projecting career opportunities and trends

CPS 4 **Employment Seeking Skills**

CPS 4.1 **Content Standard:** Students develop skills and tools necessary to gain employment.

Performance Expectations
CPS 4.1.1 Identify and analyze various sources of employment leads
CPS 4.1.2 Identify a personal/professional network to assist in the employment search
CPS 4.1.3 Prepare resume, letter of application, and interview thank you letter
CPS 4.1.4 Develop an employment portfolio
CPS 4.1.5 Demonstrate proper business and dining etiquette
CPS 4.1.6 Complete employment application forms
CPS 4.1.7 Understand the need for pre-employment tests
CPS 4.1.8 Demonstrate appropriate interviewing techniques (attire, responses to questions, etc.)

CPS 5 **Leadership Skills and Workplace Expectations**

CPS 5.1 **Content Standard:** Students relate workplace expectations to career development.

Performance Expectations
CPS 5.1.1 Participate in a teacher-approved community service project and/or job shadowing experience
CPS 5.1.2 Understand employer expectations (punctuality, dependability, willingness to learn, initiative, cooperation, etc.)
CPS 5.1.3 Identify employee expectations (health and safety, evaluations, fairness, pay, benefits, rights, labor/management relations, etc.)

CPS 5.1.4   Analyze the effects of voluntary/involuntary termination

CPS 5.2   Content Standard: Students understand the importance of lifelong learning as it relates to personal and career growth.

Performance Expectations
CPS 5.2.1   Relate the necessity of lifelong learning to one's ability to achieve goals
CPS 5.2.2   Identify self-development skills to improve relationships and efficiency in the workplace

CPS 5.3   Content Standard: Students use appropriate techniques to promote sound personal and professional decisions

Performance Expectations
CPS 5.3.1   Apply critical thinking and decision-making/problem-solving techniques in the workplace

CPS 5.4   Content Standard: Students understand the procedures for starting a new job

Performance Expectations
CPS 5.4.1   Complete local, state, and federal tax forms
CPS 5.4.2   Identify basic payroll procedures
CPS 5.4.3   Explain the purpose of the orientation process and the probationary period

CPS 5.5   Content Standard: Students develop personal leadership skills to function effectively and efficiently in a business environment.

Performance Expectations
CPS 5.5.1   Understand strategies for working efficiently with co-workers of varying ages, gender, abilities, cultures, and economic backgrounds
CPS 5.5.2   Understand the importance of working as a team player in the workforce
CPS 5.5.3   Demonstrate appropriate interpersonal skills when dealing with others
CPS 5.5.4   Express thoughts and ideas clearly using various forms of communication
CPS 5.5.5   Demonstrate emotional intelligence

Indiana's Academic Standards
Integrated in Career Planning and Success Skills

English/Language Arts

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Standard 2
READING: Reading Comprehension
9.2.2   Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Standard 4
WRITING: Writing Process
9.4.4   Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources.
9.4.5   Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.
9.4.6   Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.
9.4.7   Integrate quotations and citations into a written text while maintaining the flow of ideas.
9.4.8   Use appropriate conventions for documentation in text, notes, and bibliographies, following the formats in specific style manuals.
9.4.9   Use a computer to design and publish documents by using advanced publishing software and graphic programs.
9.4.10   Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.
9.4.12   Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the appropriateness of tone by taking into consideration the audience, purpose, and formality of the context.

Standard 5
WRITING: Writing Applications
7.5.3   Write research reports that:
- pose relevant and focused questions about the topic.
- communicate clear and accurate perspectives on the subject.
- include evidence and supporting details compiled through the formal research process, including use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries, and other reference books.
- document sources with reference notes and a bibliography.

9.5.5   Write documents related to career development, including simple business letters and job applications that:
- present information purposefully and in brief to meet the needs of the intended audience.
- follow a conventional business letter, memorandum, or application format.

Standard 6
WRITING: Written English Language Conventions
7.6.5   Demonstrate appropriate English usage (such as pronoun reference).
8.6.4   Edit written manuscripts to ensure that correct grammar is used.

Standard 7
LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

8.7.5   Use appropriate grammar, word choice, enunciation (clear speech), and pace (timing) during formal presentations.

9.7.4   Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

9.7.10   Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Mathematics

Standard 7
Problem Solving

7.7.4   Apply strategies and results from simpler problems to solve more complex problems.

8.7.1   Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.

8.7.2   Make and justify mathematical conjectures based on a general description of a mathematical questions or problem.

Algebra I

Standard 3
Relations and Functions

A1.3.2   Interpret a graph representing a given situation.

Social Studies

Standard 1
History

8.1.31   Examine the causes of problems in the past and evaluate solutions chosen as well as possible alternative courses of actions. Consider the information available at the time, the interests of those affected by the decision, and the consequences of each course of action.

Standard 2
Civics and Government

8.2.4   Define and explain the importance of individual and civic responsibilities.

Standard 4
Economics

7.4.7   Describe ways that people can increase individual human capital.

8.4.6   Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.

8.4.11   Compare and contrast job skills needed in different time periods in United States history and use a variety of information resources to research jobs and careers.

Standard 5
Individuals, Society, and Culture
8.5.3   Examine the concepts of a work ethic, philanthropy, volunteerism, and concern for the common good as important aspects of American society in the eighteenth and nineteenth centuries.